



# Erasmus+



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**PROGRAMMA ERASMUS+ -  
FIRST LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2  
SCHOOL TO SCHOOL PARTNERSHIP**

**“EUROPE FOR INCLUSION”**

COLLEGE JEAN JAURES – AQUITAINE- CENON - FRANCE  
TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA  
PRIENU RAJONO JIEZNO GIMNAZIJA – PRIENAI REGION – LITHUANIA  
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SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU  
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY



## **Scholastic Skill Disorders** by **the Italian Scientific Committee**

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School year 2014 - 2015

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## 1. Introduction

The adoption of a Protocol for the Inclusion of Children with Special Educative Difficulties is born from the necessity of defining and adopting shared and common practices among all the schools which belong to the European web “Europe for Inclusion”. In fact, even if they works in different European States, they are living the same complexity.

Including Children with special learning needs means to do the impossible so that they can be an inner part of the school, the social and the cultural community as all the other students are, together with the other children, without any discrimination: it means to assure everybody the right to study and to reach school and formative success.

Under this point of view, the school must take not only a strong effort in the knowledge and valorization of children with learning difficulties’ personal, human, social and familiar reality , but also and above all a strong responsibility in their education through the realization of an educative and individualized organisation, both as regards objectives, formative training and the didactic strategies.

The C. TEACHING, LEARNING AND TRAINING MOBILITIES are aimed at developing basic and transversal skills using innovative and student-centred pedagogical approaches and developing appropriate assessment and certification methods, based on learning outcomes.

Inclusion is not something which is related only to children with handicap: it covers all types of exclusion, which can be generated by cultural, ethnic, social-economic, sexual, gender differences as well as by learning disturbs like dysgraphia , dyslexia, disortography and discalculity .

During the third year of the project, teachers will elaborate Inclusive Learning Units to experiment in our classes, comprehensive of structural, methodological, organizative and evaluative elements, aimed at reaching one or more competences. We will arrive to this objectives after having exploited the C. TEACHING, LEARNING AND TRAINING MOBILITIES

As described in the box 3 of the formulaire “Description of the project”, all schools involved live the same problems described, but each one of the Countries has developed a peculiar competence in some aspects of the Special Educative Needs.

For this reason we have decided that each time teachers and school principal will meet, the hosting school will introduce the guests to a teaching, learning and training course on the topic in which the hosting country is more specialized.

**Italy:** didactic methods to teach in classes where children with Scholastic Skill Disorders are present.

**Lithuania:** didactic methods to prevent youth psychological discomfort which tends to extreme acts.

**Poland:** didactic methods to teach in classes where children with behavioral problems, lack of attention, memory and concentration are present.

**Portugal:** didactic methods to teach in classes where immigrant children are present

**France:** didactic methods to teach in classes where students with multiple problematics are presents, all of them asking for individualized teaching.

**Latvia:** didactic methods to teach in classes where children with different fonemactical problems leading to bad behaviour are present.



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## 2. Targets and training aims

The micro project **Scholastic Skill Disorders**, elaborated by the Italian Scientific Committee and shared with all the other partners, has got the objective of offering the training action to a large number of European teachers – from Nursery School to Secondary Higher School. The project has been thought to give cultural and methodological challenges and it is aimed to build a new vision in the relationship between School Subjects and Learning Difficulties. Deeply it has the duty to unify the added value of new technologies to the transversal didactic, communication, group work and the development of the awareness that collaboration, participation and negotiation are essential elements for the proper management of cooperative-learning.

## 3. Training Modalities

The training activity proposed has been thought in an integrated way and it is articulated as follows:

1. 6 hours of methodological support for 37 European teachers plus the Italian ones
2. 1 hour of experimentation of activities elaborated by the Italian Scientific Committee in classes where children with **Scholastic Skill Disorders** are present. The children will play the role of tutor with the European teachers.
3. 1 hour of feedback in cooperative learning modalities
4. 2 hours for working at the elaboration of a common grid to be used in the third year of the project in order to elaborate the Inclusive Learning Unit.

Particularly, the methodological modalities adopted by the teacher trainers will be based on a **training** action – *professional advice phase as regards the contents and the tools prepared-together with coaching moments – accompanying and supporting actions, both pedagogical and organizational, during the all experimentation long.*

The methodological training will start on Monday 12th January 2015 and it will be finished on Thursday 15th: this moment will give teachers the chance not only to familiarize with the training topics, but also to create a community and to elaborate didactic plans for the following experimentation phase, which will take place in the third year of the project.

We want to guarantee and try out activities which can be propedeutic to the elaboration of an Inclusive Lesson Plan based on the following methodological approaches: Individualized methodologies: adapting objectives, contents, counseling, support.

1. Laboratorial methodologies: problem solving ( brainstorming, Wh questions and P.A.S.T.A.) and research, active and constructive learning, intentional and situated learning.
2. Collaborative methodologies: peer education, dialogic learning, modeling learning
3. Metacognitive methodologies: reflective learning and different learning styles.
4. Simulative methods ( role-playing )
5. Discussing methods ( Circle time and case - analysis )
6. Inclusive Didactic Methodologies and Strategies
7. Dispensaries measures and compensative instruments



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## 3.1 Training

As regards **training**, the formative model will move according two complementary logics , aimed at reaching the objectives that the project has stated. For this reason collaborative activities will be proposed in order to give:

- A cultural training
- Individual teachers' involvement

These activities will give major importance both to the cooperative work, through the work in presence, and to the critical reflection through the compilation of the ***Trainee's Journal***, a tool thought by the Italian Scientific Committee, shared and approved by the Transnational Scientific Committee with the purpose of giving an answer to the different level of competences and to the several teachers' formative needs

The learning environment proposed appears as a compound formative space where, next to the group work, reflection and self-evaluation of the single teacher ( Trainees' Journal ) as well as of the group ( Cooperative Learning ) find an important space.

## 3.2 Coaching : formative assistance

As regards the **coaching action**, it **consists on the support of the teachers by the coordinators from the single countries during the training phase.**

The purpose is to support the teachers involved in the Course offering them a constant point of reference during the experimentation activity which is carried out in a vehicular foreign language which is not well known by the majority of the teachers.

Particularly the tutors will have the duty to mediate linguistically for:

- Individualizing needs, even if not clearly expressed
- Helping teachers in the comprehension of the formative course
- Taking the role of team leader and team speaker.
- Supporting teachers during the experimentation phase;
- Enhancing a reflective process during the ongoing course ;

## 5. Actors

### **Trainees: Teaching, Learning and Training Scholastic Skill Disorders**

<b>Names</b>	<b>Country</b>	<b>Teaching Level</b>
YETKIN Bahattin CEYLAN Yakup KANAT Ibrahim Halil DURU Levent HALAT Mehmet Emin	Turkey	Higher secondary school,
CHAŁUPKA Karolina DONKE Lucyna DROZDA-SZAJEK Małgorzata GRZEŚKOWIAK Monika KRZYSZTOSZEK Karolina	Poland	Primary school and secondary lower school



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NAMORA Filomena FONSECA Ângela RODRIGUES Ana ARNAUT Cristina LOJA Susana	Portugal	Nursery school, Primary school and secondary lower school
FELBER Philippe BERLUREAU Isabelle HOUDE Didier LATHERRADE H��l��ne MARTIN Laurence TRIAS Sylvain	France	Secondary Higher School
V��TI��A Linda BALODE Silva JAUCE Vita ��NEIDERE Elita DANSINA Agnese Rode	Latvia	Nursery school, Primary school and secondary lower school
BARTUSEVICIENE Janina JURKEVICIENE Joalita NOREIKIENE Audrone GVILDAITE Ausra KAJALAVICIUTE Evelina	Lithuania	Nursery school, Primary school and secondary lower school
CHITU Diana - Elena MANOLACHI Daniela BORDEA Gabriela IONESCU Elena - Carmen PETRUT Daniela	Romania	Nursery school, Primary school and secondary lower school
Ara Giuseppina, Artudi Caterina Angela, Ballicu Giuliana, Bucci Amalia, Cabigiosu M. Liliana, Cadeddu Anna Maria, Carta Chiara, Carta Pietrina Corrias Rossella, Cossu Giuseppina, Deborah Porcu, Defalchi Rita, Demuru Maria Renata, Dettori Rosa Maria, Diana M. Pina, Enna Franca, Falloni Maria Immacolata, Foddis M. Antonietta, Ligas Bernardetta, Lo Iacono Manuela, Lombardi Colomba, Manca Gavinuccia, Mancaleoni Antonella, Marongiu Maria Chiara, Marras Mirella, Melis Giovanna Maria, Meloni Grazia, Mulas Anna Maria, Mulas Lucia, Mura Caterina, Mura Donatella, Muron Simona, Noce Maria Carmela, Oggiano Marcella, Pani Angelica, Piliu Paola, Pinna Daniela, Pinna Gavina Maria, Pintus Mario, Pippia Tiziana Angela, Poddighe Giuseppina, Ravagnani Monica. Roggero Tiziana Maria, Ruiu Giuliana, Sanna Giovanna Gavina, Santoru Giovanna Angela, Sechi Dianora, Sias Valentina; Solinas Anna, Stangoni Lorella Viridis Maria Gavina, Ziccheddu Pierfranca;	Italy	Nursery school, Primary school and secondary lower school



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## Trainers:

In order to guarantee a valid support to the training section, the Italian Scientific Committee will recur to highly qualified teachers, with qualified *curricula vitae*.

- 1 super expert : she is a high professional teacher in this field, bearing a systematic vision of **Scholastic Skill Disorders** in the European and International landscape. She used to teach English in a secondary school and at the moment she is having a doctorate at University in Sassari. Her son is dyslectic and she is an active member of AID ( Associazione Italiana Dislessia ). Her 2 hours' contribute will allow trainees to make a reflection on the need of using *graphic organizers* and on the modalities of searching them on the internet.
- 1 trainer on Specific Learning Disabilities: he is a teacher with pluriennial experience in the field of **Scholastic Skill Disorders** at Sassari University and primary school teacher in Istituto Comprensivo San Donato. He will have the task to make the training contents easy, to choose the study materials to propose, to define individual and collaborative work activities, to adapt the methodological proposal to the kind of trainees. The tasks chosen will be interactive and learner-centred, so that it will be possible to overcome the difficulties given by the scarce knowledge of English from the majority of the teachers involved in the training.
- 1 trainer on Cooperative Learning: she is a primary school teacher in Istituto Comprensivo San Donato. She is very good at working in Cooperative Learning modality and she uses this approach during her daily school life in her 5<sup>^</sup> class reaching great results, mainly with children with learning difficulties.
- 8 tutors: these are strategically important figures for a positive result of the training section, as they will be mediators among the spoken languages, the training environment, the contents chosen and the modalities of interaction in use. They match with the single countries coordinators: for this reason they will work as *coaches* for their foreign mates as they will support the experimental section on **Scholastic Skill Disorders** by giving help both in the training and experimental step as well as in the moment of planning in the third year of the project.

## 6. Formative Offert

The topics chosen, afterwards described, will be faced as a problematic key and opened to a critical, constructive comparison among peers, with a peculiar attention to the European and international debate ongoing.

1st meeting ( 2 hours )

- Previous knowledge
- Theoretical Bases

2nd meeting ( 2 hours )

- Analysis of learner's difficulties and reflection.
- Cooperative Learning

3rd/4th meeting ( 4 hours )

- Strategies for learning: basic abilities from Nursery School to Secondary High School.
  - a. Teaching techniques aimed at a simplified comprehension



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- b. Development potentiality of the multimedia supports: use of Graphic Organizers.

5th meeting ( 2 hours )

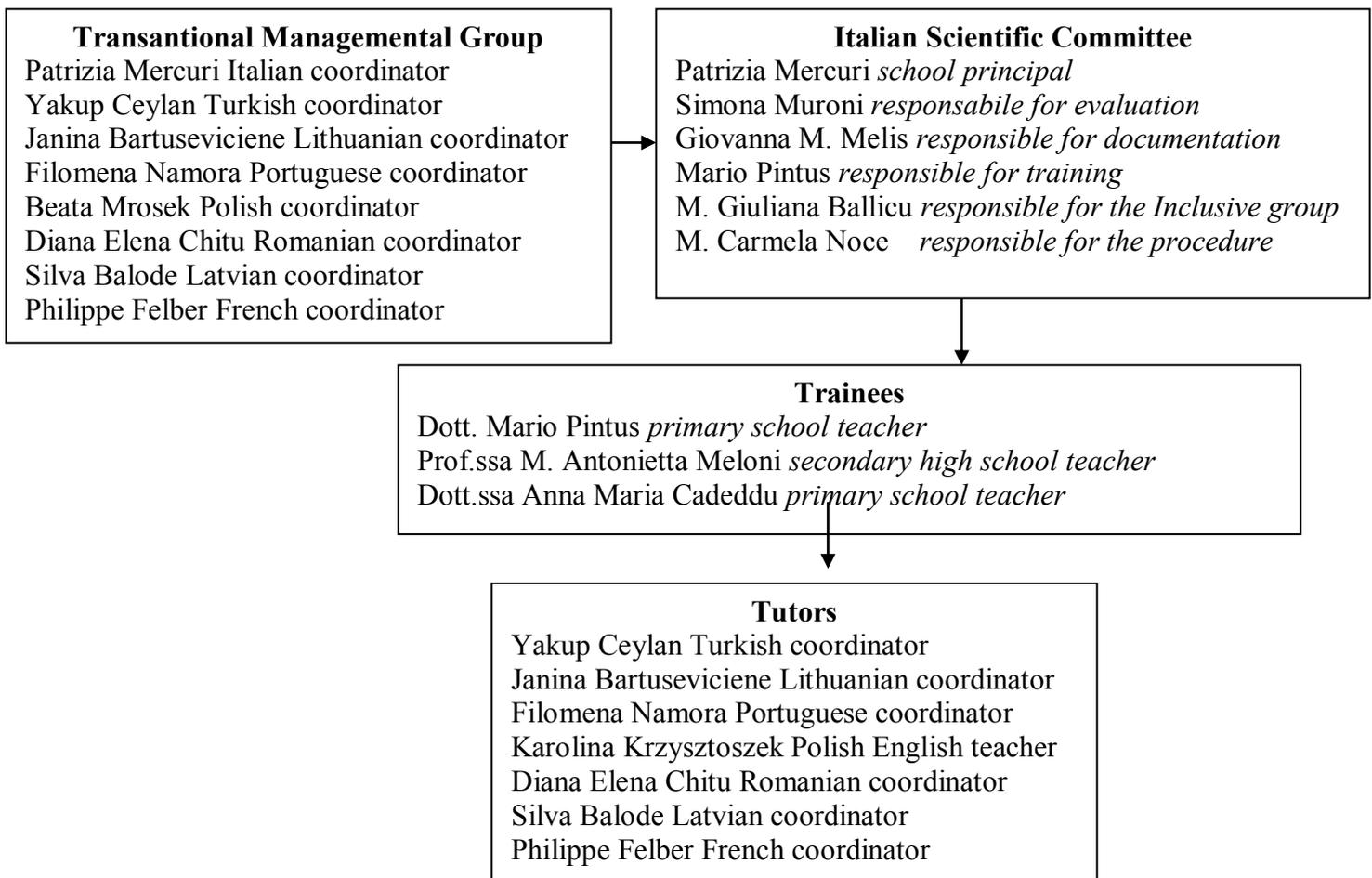
Reflecting on activities experienced: trainees' journal and assessment tools. Exchange opinions about learning issues starting from the lesson observed.

5h and half of lesson observation and experimentation of activities in classes with **Scholastic Skill Disorders** students

- Feedback in cooperative learning

The work of the trainees will focus on the didactic planning as a tool to build a school which takes into consideration a multiplicity of stimuli and languages, a school which is adequate to the fast development of society, a school in which the topic of Inclusion inside the discipliner curricula is taken into account and experimented fully consciously.

## 7. Organigramme



The structure puts in evidence different roles and professionalities, all of them necessary to develop the formative project.



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## 7. Assessment

The assessment activities linked to the training mobilities are demanded to the Scientific Committee which will elaborate the tools for data collecting. It will take place constantly and transversally by involving actively all the different actors.

### Trainers:

- Assessment, thanks to observation grids, of the level of motivation, attention, participation of the trainees to the lessons.

### Tutors:

- Filling up of observation grids during the coaching activities
  1. Observation grid on the protocol of lesson
  2. Evaluation grid on students' learning results
  3. Evaluation grid on the differences compared to the ordinary didactic praxis

### Trainees:

- Periodical compilation - at the beginning and at the end - of the *Trainee's Journal* for assessing the personal professional development
- Assessment of the quality of the pedagogical choices made, of the strategies used and of the tools used compared with the ordinary school praxis.
- Assessment of the formative children's learning
- Recording of the difference between the initial expectations and the idea at the end of the course.
- Recording of the competences reached and not reached.

### Scientific Committee:

- Recording of the didactic influence of the formative activity
- Recording of the assessment of the formative activity
- Assessment of the changing processes activated
- Assessment of the integration level of the project in the school activities
- Assessment of the documentation

### Management group

- Assessment of the level of the status of the project, of the organization put into action, and of the results obtained.
- Assessment of the project influence in the school and in the territory.
- Recording the level of satisfaction and motivation of the various actors involved in the formative experience
- Recording of the participation of the trainees.
- Final Evaluation



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## 8. Final Certificate

At the end of the learning, teaching and training course, the school principal will hand out a certificate of attendance with the programme carried out.

*The Italian Scientific Committee*  
*Patrizia Mercuri school principal*  
*Simona Muroni responsabile for evaluation*  
*Giovanna M. Melis responsabile for documentation*  
*Mario Pintus responsabile for training*  
*M. Giuliana Ballicu responsabile for the Inclusive Group*  
*M. Carmela Noce responsabile for the procedure*

*Sassari, 11th novembre 2014*